DOCUMENT RESUME

ED 180 080 EA 012 276

AUTHOR	Stammerjohan, Bob: And Others
TITLE	A Guide to Effective Secondary School Discipline: A Manual for the New Administrator. Operations Notebook #24.
INSTITUTION	Association of California School Administrators.
PUB DATE	Sep 79
NOTE	44p.
AVAILABLE FROM	Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($4.75: $2.50 for ACSA members)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Administrator Role: Alcoholic Beverages: Communication Skills: *Crime: Delinquency: Demonstration Programs: Discipline: *Discipline Policy: *Discipline Problems: Drug Abuse: Expulsion: Program Descriptions: Search and Seizure: Secondary Education: *Student School Relationship: Suspension: Violence

ABSTRACT

This manual begins with an introductory chapter concerning the authors' philosophy of effective discipline at the secondary level. Both this chapter and the entire volume stress the necessity of firm, consistent discipline coupled with a genuine concern for students. The second chapter defines and explains legal requirements related to suspensions, involuntary transfers, expulsions, and search and seizure. Discipline problems discussed include drug and alcohol problems, violence, student absences, and crime by students and others on the campus. Suggestions for effective campus control are offered. Chapter 3 reviews some of the interpersonal problems that a disciplinarian might encounter when dealing with students, teachers, or parents, and provides suggestions for dealing effectively with these problems. Chapter 4 reviews resources and alternative approaches available to disciplinarians. This chapter reviews the team approach to discipline, community resources, and alternatives to suspension. The fifth chapter briefly outlines successful programs from many different school districts. Whenever possible, a contact person and telephone number are provided. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180080

OPERATIONS NOTEBOOK 24

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Guide To Effective Secondary School Discipline:

A MANUAL FOR THE NEW ADMINISTRATOR

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

ACSA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 012 276

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS, SEPTEMBER 1979

The following Operations Notebooks are also available:

No. 3 – Planning For Declining Enrollment
No. 5 – An Organic Guide To School Public Relations
No. 12 – Evaluation, Reassignment and Legal Rights of School Administrators
No. 13 – Strategies For Administrative Staff Development
No. 14 – Performance Evaluation & Appraisal of Certificated Staff
No. 15 – Year Round Education
No. 16 – Working With Advisory Committees
No. 17 – Discipline . . . Number One Problem In The Schools?
No. 18 – School Community Councils and Advisory Boards,
A Notebook for Administrators
No. 19 – Improving School Climate
No. 20 – Staff Development: Or Gettin' The Act Together
No. 21 – Small School District

ASSOCIATION OF CALIFORNIA

SCHOOL ADMINISTRATORS

Operations Notebook # 24

A GUIDE TO EFFECTIVE SECONDARY SCHOOL DISCIPLINE:

A MANUAL FOR THE NEW ADMINISTRATOR

By

Bob Stammerjohan

Dave Brown

Bill Stosskopf

September, 1979

TABLE OF CONTENTS

	Page
Note	i
The Authors	ii
Introduction	iii
Chapter 1 Philosophy	
Personal Skills	1
Consistency	1
The Needs of Students	1
Student Involvement	2
Teaching Discipline	2
Exclusion	2
Chapter 2 Specific Problems and Information	
Suspensions	3
Reasons for Suspension	3
Further Legal Requirements	4
Effective Use of Suspension	4
Involuntary Transfers	5
Reasons for Involuntary Transfers	5
Further Legal Requirements	6
Effective Use of Involuntary Transfers	6
Expulsions	6
Reasons for Expulsion	7
Further Legal Requirements	7
Effective Use of Expulsion	7
Search and Seizure	8
Reasonable Search	8
Tactful Searches	9
A Word of Caution	9
Drugs and Alcohol	10
Appropriate Alertness for Drugs and Alcohol	10
Signals of Marijuana Use	10
Symptoms of Intoxication	11
Handling Intoxicated Students	11
Appropriate Discipline	12

TABLE OF CONTENTS

	Page
Violence	12
Mutual Fights or Assults	13
Breaking Up Fights	13
Appropriate Discipline	14
Crimes on Campus	15
Theft and Vandalism	15
Extortion	15
Drug Sales	15
Indecent Exposure	16
Child Abuse	16
Non-Student Loiterers	16
Campus Control	17
Normal or Malicious Behavior	17
Effective Supervision	17
Student Expectations	17
Campus Supervisors	18
Attendance	18
Absenteeism	18
Truancy and Cutting	18
School Attendance Review Boards	19
Chapter 3 Interpersonal Effectiveness	
Effective Listening	20
The No Lose System	20
Student Support	21
Teacher Support	22
Parent Support	22
Administrative Support	23
Trouble-Prone Students	23
Identifying the Problem	24
Appropriate Discipline	24
Problem Teachers	24

TABLE OF CONTENTS

Chapter 4 Resources and Alternatives

School Resources - The Team Approach 26
Teachers 26
Counselors 26
School Psychologists 27

Community Resources 27

Alternatives to Suspension 27

Reflection and Reconsideration 28

Chapter 5 Programs That Are Working

Working with Teachers 29
Buddy System 29
Role-Playing 29

Attendance and General Discipline 29
Emphasizing Positive Behavior 29
Evening Phone Calls 29
Excessive Tardies 30
Cooler Room 30
Parent Notification 30
Student Behavior Contract 30

Alternatives to Suspension or Expulsion 30
Saturday Work Program 30
Off-Campus Classes 31
On-Campus Suspension 31

Miscellaneous 31
Fire Alarms 31
Smoking Areas 31
Graffiti 31
Alcohol Concern Team 31
Administrative Team-Work 32

Bibliography

NOTE:

The information contained in this notebook reflects the research, experiences, and opinions of the three authors and most of the other members of the Co-Administrators Committee of ACSA. The notebook contains several legal references. These references are presented for convenience only. ACSA and the authors of this publication are not attorneys and cannot advise on legal matters. Administrators should seek the advice of their employer's legal advisor respecting any and all of the matters presented in this publication.

The authors also realize that there are other sources of information on how to prevent discipline problems. There is not, however, an effective manual advising the administrator of appropriate alternatives when these preventive measures fail. That is the point of this notebook. We strongly urge administrators to work with students before using the more severe measures such as long term exclusions. We also suggest that suspensions can be a learning tool to teach responsibility when less severe strategies have failed.

Discipline - Number One Problem In the Schools?

40 Positive, Preventive Prescriptions for

Those Who Care. ACSA Operations

Notebook # 17 by James Olivero

THE AUTHORS

Bob Stammerjohan is the Assistant Principal of Turlock High School in Turlock. He is also a former juvenile probation officer with the Alameda County Probation Department. David Brown is the principal of La Canada High School in La Canada. Bill Stosskopf is the Dean of Students at Comstock Junior High School in Santa Rosa.

Most of the information in this notebook was derived from Stammerjohan's master's project at California State University, Hayward.

This is a publication of the ACSA Co-Administrators Committee. Not only was this notebook reviewed and approved by the committee, but individual members of the committee made numerous suggestions which were incorporated into this notebook. The following is a list of the members of the ACSA Co-Administrators Committee.

Joan Eberle, Vice-Principal
Anderson Union High
Anderson, CA

Bargh Johnson, Vice Principal
Red Bluff Union High School
Red Bluff, CA

Ron Ruptier, Director, Stud. Act.
El Dorado High School
Placerville, CA

Don Monte, Vice Principal
Mesa Verde High School
Citrus Heights, CA

Bill Stosskopf, Dean
Santa Rosa City Schools
Santa Rosa, CA

Richard Zaro, Vice Principal
So. San Francisco High School
So. San Francisco, CA

Clark Thayne, Vice Principal
Foothill High School
Pleasanton, CA

Vahl Clemenson, Asst. Principal
Manteca High School
Manteca, CA

John Simas
Fremont UHSD
Sunnyvale, CA

Bill Contente, Principal
Clovis High School
Clovis, CA

John "Bo" Resch, Vice Principal
Pacific Grove High School
Pacific Grove, CA

Aubrey Allen, Dean
Kern High School District
Bakersfield, CA 93308

Victor Edinburgh, Dean
Arrowhead Jr. High School
San Bernardino, CA

Les Van Dyke, Vice Principal
Agoura High School
Agoura, CA

Mary H. Montgomery, Staff Asst.
Torrance Unified School Dist.
Torrance, CA

David Brown, Vice Principal
La Canada High School
La Canada, CA

Patricia Joyce, Asst. Principal
Irving Junior High School
Los Angeles, CA

Frank Schmidt, Director
Brea Jr. High School
Brea, CA 92621

Joseph Graybeal, Asst. Principal
Oceanside High School
Oceanside, CA

INTRODUCTION

This notebook is designed to serve as an operations manual for school administrators who are responsible for student discipline in public secondary schools. It is primarily intended as a primer for new administrators, but it can also provide valuable assistance to experienced administrators in dealing effectively with student discipline problems.

Discipline is considered to be the chief problem facing public schools today. Yet, not only is there little practical training available in this field, but the newest and less experienced administrators are traditionally assigned to the positions which are responsible for discipline.

Much information presented in this notebook has been derived from the literature which is listed in the bibliography. This included texts by reputable experts, articles from professional journals, and information from ERIC documents. Pertinent laws are also reviewed with particular emphasis on the Penal Code and Education Code of California.

The first chapter discusses the authors' philosophy of effective secondary discipline. The following chapters review practical information for specific problems, methods for winning support and cooperation from other persons, resources and alternatives which are available to assist the administrator, and the final chapter reviews programs which have been successful in some secondary schools in California.

Chapter 1

PHILOSOPHY

The basic philosophy of effective discipline is that firm and consistent constructive discipline can best be administered by persons whose genuine concern is well understood by his/her students.

Personal Skills

Successfully communicating this concern requires special personal characteristics which every disciplinarian should develop. Among them are effective listening skills, warmth, a demonstrated willingness to become emotionally involved with students, and a good sense of humor. Careful listening conveys a message of concern and a desire to deal justly with people. It also generates an atmosphere conducive to correcting behavior. Good communication skills and a good sense of humor used at appropriate times facilitates successful conflict resolution. Indeed, it should be understood that the personality responsible for administering a program of discipline is generally of greater significance than the program itself.

Consistency

Once the administrator has established himself or herself as humanistic, the program must be administered consistently and fairly. Consistency is basic to any effective program. Consistent enforcement of any rule is one of the most important determinants as to whether or not it will be obeyed. Once can justify consistency more effectively, however, if a periodic review of policies is conducted to eliminate rules which serve no purpose or cannot be enforced. An attitude which contributes significantly to the success of any administrator is that "administrators treat all segments of the student population fairly and equally." The need for justice must be satisfied if positive responsiveness from parents, teachers, and students can be expected.

The Needs of Students

Both the discipline program and the curriculum of a school must be cognizant of the needs of its students if undue conflict is to be avoided. Although consistent enforcement of rules is extremely important, the administrator should never lose sight of the needs of individual students. The art of appropriate flexability is a trait which usually comes from experience, concern for others, and thoughtful consideration.

Student Involvement

Students must feel party to the system. Students generally obey and support rules and policies which they perceive as having been developed to protect their interests. This perception can best be achieved by actively soliciting the advice and opinions of students and involving them directly in the decision-making process.

Teaching Discipline

Once a well structured system of discipline is in operation, it is crucial to actively teach it to the students. Expected behaviors, including group and assembly conduct, must be communicated to and learned by the students. An informed student body exhibits greater cooperation when it is disciplined for violating rules or policies which it understands.

Exclusion

Although exclusion from public schools should be considered only after all other alternatives for behavior modification have been exhausted, exclusion should not be considered an indicator of administrative failure. Under no system do all students succeed. When a student's consistently disruptive behavior denies others their educational opportunities, he or she should be excluded for the protection of others.

Chapter 2

SPECIFIC PROBLEMS AND INFORMATION

This chapter contains some legal references. These references are presented for convenience only. ACSA and the authors of this notebook are not attorneys and cannot advise on legal matters. The Administrator should seek the advice of his or her district's legal advisor respecting any and all of the information presented in this chapter. Further, local rules and policies of an individual school district may conflict with the opinions and advice of the authors.

SUSPENSIONS

Suspensions can be an effective tactic to both improve school discipline and to help irresponsible students learn to behave in a responsible manner. Mis-used, however, it can be a means of trampling the rights and dignity of students and can result in civil litigation against the offending administrator. Suspensions should be used only after other more positive strategies have proven to be ineffective or in serious circumstances.

Reasons for Suspension

Students can only be suspended from public schools in Calfiornia if the principal, or the principal's designee, determines that the student has committed one of the infractions enumerated below. (48900 E.C.)

1. Deliberate damage, attempted damage, theft, or attempted theft of school property;

2. Deliberate damage, attempted damage, theft, or attempted theft of private property;

3. Violence, attempted violence, or threats of violence to another person;

4. Possession or providing a dangerous weapon;

5. Unlawful possession, use, sale, furnishing, or being under the influence of drugs or alcohol;

6. Smoking or possession of tobacco except as allowed by schools with designated smoking areas;

7. Committing an obscene act or habitual profanity or vulgarity;

8. Disruption of school activities or defiance of school authorities.

Further Legal Requirements

Several basic legal requirements must be understood before suspending students from public schools in California. First, students can only be suspended for one or more of the specific acts which were enumerated in the previous section. These acts must also be related to school activity or attendance, including students who are off campus at lunch and students who are going to or from school or a school sponsored activity off campus. (48900 E.C.)

Before the student is suspended, except in an emergency, he or she is entitled to an informal conference to hear the evidence against him or her and to explain his or her side of the story. In an emergency, such as a riot or when a student is too enraged to safely participate in a conference, the student may be suspended without a conference so long as the conference is held within two school days. (48903 E.C.)

After the student has been suspended, the parents must be notified. Within one school day a school employee must send written notice of the suspension to the parents and must also make a reasonable effort to contact the parents either in person or by telephone. (48903 E.C.)

Many school districts require that the parents be notified before a student is sent home on suspension. Regardless of school requirements, it is advisable, whenever practicable, to contact the parents before sending the student home.

Students may only be suspended for a maximum of five school days for a single suspension, or for a cumulative total of twenty school days in a school year, unless the student has been transfered to another school for adjustment reasons or is awaiting an expulsion hearing. (48903 E.C.)

Finally, students and their parents are entitled to appeal a suspension to the superintendent or the superintendent's designee. This right of appeal must be made known to the student and parents both verbally and in writing. (48904 E.C.)

The principal's designee may only order suspension when the principal is absent from the school. The administrator should consult with the district's legal advisor for further clarification on this restriction. Various school districts have interpreted this provision in a number of different ways.

Effective Use of Suspension

Failure to suspend can result in allowing a dangerous or disruptive student to remain on campus at the expense of other students. It can also result in convincing an irresponsible student that he or she will be

allowed an infinite number of opportunities to continue behaving in an irresponsible manner. Suspensions are not likely to be effective in situations where the student does not want to be in school.

Every reasonable effort should be made to avoid suspension, but the administrator should not hesitate to suspend when the circumstances clearly warrant such action. Generally suspension is warranted when the student's continued presence is likely to be dangerous or disruptive or if it is clear that the student is either unwilling or unable to abide by school rules after other means of correction have failed.

Some suspensions which remove a student for a pre-determined amount of time are less effective than those which exclude a student pending a mutual understanding among student, parents, and administrator of what behavior changes must be made to gain readmittance. Some students may have little reason to commit themselves to changed behavior when their readmission is guaranteed after a specified number of days. If, however, those students are suspended pending a parent conference to discuss action, the onus is on those students to demonstrate why they should be readmitted.

Suspension sometimes should be imposed to make it clear that such behavior is unacceptable. Generally, however, alternatives such as work programs can be used just as effectively. Such alternatives are reviewed later in this notebook.

INVOLUNTARY TRANSFERS

Students, who, by their behavior, demonstrate that they are either unwilling or unable to abide by the rules of the school can be transfered involuntarily to continuation school. Many student who are not capable of responsible behavior in a regular secondary school can function appropriately in a continuation school because of the specialized programs there. Too often, however, the same irresponsibility which causes them to misbehave also prevents them from accepting a voluntary transfer to such an alternative school. California law provides for school districts to order involuntary transfers to continuation schools as described below.

Reasons for Involuntary Transfers

Students in public schools in California can only be involuntarily transfered to continuation schools for commiting one of the specific acts enumerated in the cause for suspension or for being habitually truant or irregular in attendance. Such transfers are only to be made when other means of correction have failed, unless the principal determines that the student's presence is likely to be dangerous or disruptive. (48432.5 E.C.)

Further Legal Requirements

The rules for involuntary transfers are considerably more complicated and restrictive than those of suspension. First, the administrator at the student's school can only recommend involuntary transfer. The final decision is to be made by an administrator or panel designated by the board of education and no person on the staff at that student's school can be on that panel. (48432.5 E.C.)

Then, after the parents and student have been duly notified of the recommendation for such a transfer, the parents and student are entitled to a formal hearing at the district level. At this hearing, the parents and student are entitled to be represented by counsel, to question and examine witnesses or evidence presented by the district, and to present witnesses and evidence on behalf of the student. (48432.5 E.C.)

Effective Use of Involuntary Transfers

Involuntary transfer should only be recommended when it is clear that the student cannot or will not behave properly in the regular school, that he or she is more likely to behave properly in a continuation school, and either the student or parents are unwilling to accept a voluntary transfer. The administrator should first examine what efforts toward correction have already been made to determine if all reasonable solutions have been exhausted. The administrator should then ask himself or herself if the continuation school is truly more likely to be more effective or if such a transfer is simply a convenient way to transfer a frustrating problem to the continuation school. This question can usually be answered by consulting with the principal at the continuation school to determine that school's past effectiveness in dealing with such problems. Such articulation is also suggested before recommending to students and parents that they seek voluntary transfer to a continuation school.

Involuntary transfer can be an effective method of quickly removing a troublesome student to an environment where he or she is likely to be less troublesome. Such a move can often be in the best interests of all concerned. Involuntary transfers should not be made unless truly necessary, but the administrator should never hesitate to make such a recommendation when it is truly necessary.

EXPULSIONS

Students who, by their behavior, demonstrate that they are either unwilling or unable to behave properly in a public school setting, can be excluded from further school attendance. Expulsions are seldom imposed in most school districts, although it can be an effective method to remove a student who is either dangerous or habitually disruptive.

Reasons for Expulsion

An expulsion may only be ordered when the school board determines that a student has committed one or more of the acts enumerated in the reasons for suspension. In addition, the board must determine that other means of correction have repeatedly failed or, due to the nature of the violation, the presence of the student will be dangerous to others and that other means of correction are not feasible. (48914 E.C.)

Further Legal Requirements

The procedures for expulsion from public schools in California are even more complicated than those for imposing an involuntary transfer. Expulsion hearings, at the discretion of the board of education, may be conducted by the board itself, by a panel of certificated persons designated by the board, or the board may contract with the county or the state.

The actual hearing is a formal process wherein the student and parents are entitled to be represented by counsel, evidence and witnesses may be presented on behalf of the student, and evidence and witnesses presented by the school district may be questioned. Procedures are also provided for either public or closed hearings, and for appealing the school district's decision to the county board of education. (48914 E.C.)

Expulsion can only be justified in cases of extreme problems. The right of a student to a public education is a fundamental right which cannot be denied to any child except for the most serious wrong doings and only with appropriate due process.

Effective Use of Expulsions

There are some individual students who simply cannot be safely contained in a public school setting. When it is apparent that a student presents a clear danger to others, or to the educational process, and other means of correction are not appropriate, that student must be excluded indefinitely for the protection of others.

Many disciplinarians are bewildered and intimidated by the complexity and enormity of the expulsion process. It remains, however, an effective method for an indefinite exclusion if the administrator and board of education are willing to understand and utilize the process. Students who are clearly dangerous or habitually disruptive can be removed if the persons responsible for maintaining discipline are prepared to make full use of this process.

Search and Seizure

It is sometimes necessary for the disciplinarian to conduct a search of a student or the student's property and to seize contraband in the student's possession. Search and seizure is one of the most complex legal issues today. Administrators should be completely knowledgeable of district policies and advice from county counsel. It is essential that searches be conducted lawfully; they should also be conducted with tact and diplomacy.

Reasonable Searches

The courts have granted school administrators certain leeway in searching students: the concept of "in loco parentis." Basically this means that administrators stand in place of the parents while students are in school. It is important to remember that while Ed. Code 44807 provides some immunity from criminal prosecution of certificated employees, there is no such immunity respecting civil liability. Conversely, the failure to undertake a search where it is deemed necessary (e.g., student suspected of having a gun on school grounds) may also result in civil liability.

It is critical that the administrator act within the scope of employment in this area: essentially, "to maintain order, protect property, or to protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning." (Ed. Code 44807)

Searches must always be reasonable. If a reliable student informed you that another student had a pistol in his/her locker, it would generally be both reasonable and within the jurisdiction of the administrator to search that locker. Failure to do so could result in death or serious injury.

If a student had a distinct odor of marijuana about his/her person, had glassy and bloodshot eyes, and was having difficulty maintaining his/her balance, it would again generally be reasonable and proper to search that student. Any contraband discovered in such searches, of course, should be seized as evidence and to prevent its misuse.

It would not be reasonable, however, to conduct a search just because the administrator suspected or believed that a student was in possession of contraband. For example, a student could not be searched for drugs simply because s/he had a history of drug use and regularly associated with other students who were known drug users.

It would also be improper for an administrator to search a student for property which is beyond the jurisdiction of school officials. For example, a student could not lawfully be searched for contraceptives or other such property which is not likely to create an immediate danger or disruption. Recent court rulings have decreed that school officials cannot use evidence in a disciplinary hearing if it was illegally seized.

Tactful Searches

Most students will willingly submit to a lawful search if the administrator politely explains both the basis for his or her reasonable conclusions and his or her lawful right to conduct a search under such circumstances. Such students are more likely to be cooperative if the administrator makes every reasonable effort to avoid humiliation or embarrassment to the suspected student. Such tact and consideration on the part of the disciplinarian are likely to reduce the resentment and bitterness which the student may feel, especially if the search reveals no contraband. Students who refuse or resist lawful searches can be suspended for defiance or forcibly searched with the assistance of law enforcement personnel.

A Word of Caution

Students should not be asked to submit to a search of their persons or property unless truly necessary. Students who refuse to be searched should not be forcibly searched except in exceptional circumstances where serious danger is likely to occur if the suspected contraband is not seized. Whenever possible, another school employee should be on the scene as a witness during any search and the questioning which precedes the search.

Many secondary school students in California use drugs or alcohol, at least to some extent. It is beyond the scope of this notebook to analyze why students use drugs or what strategies could be used to discourage such use. Nevertheless, the actual usage of drugs and alcohol on the campus can be greatly influenced by how effectively the administration develops a plan to cope with and reduce the problem.

Appropriate Alertness for Drugs and Alcohol

Drug and alcohol problems on the campus can be significantly reduced if the administration is willing to deal with the problem. Too often teachers and administrators go temporarily blind or lose their sense of smell when they are near students who are obviously either using or under the influence of such substances. The administrator not only has the right, he or she has the obligation to at least question a student who appears to be under the influence of or using drugs or alcohol. Depending upon the circumstances, there may also be sufficient reason to search the student.

Many administrators and teachers are reluctant to even approach such students because they fear criticism or resentment if their suspicions are incorrect. It is never a pleasant task to either question or search a student for such problems, but an administrator cannot shirk such responsibilities through fear of criticism or resentment. Also, as previously indicated, such criticism and resentment can be minimized if the administrator handles the situation with tactful questioning rather than officious interrogation.

This is not to suggest, however, that the administrator should be routinely searching and questioning students for drugs and alcohol. Such over zealous behavior is likely to alienate the students and create legal problems for that administrator. Sound judgment and good common sense must be used. The following sections should clarify situations which are generally obvious indications of drug or alcohol use.

Signals of Marijuana Use

Marijuana is one of the most prevalent drugs used on secondary campuses in California. Most such usage will go undetected because the users smoke it in locations where they cannot be observed and because it is so easy to conceal. If used in an enclosed area, however, the odor will usually permeate the air as well as the clothing and hair of those smoking it. Students who are observed loitering in a restroom that reeks of marijuana should definitely be questioned. If the odor is also about their hair and clothing, and especially if there is a distinct odor on their thumb and forefinger, there is good reason to conclude that the students have probably been smoking marijuana.

Occasionally, students will be observed smoking marijuana from a distance, but the marijuana will be destroyed or discarded before it can be seized as evidence. The students may then insist that they were only smoking a regular cigarette.

There is a unique method of smoking marijuana that is usually quite distinct from smoking a regular cigarette. Persons smoking marijuana generally hold the cigarette more closely to their lips, they inhale more deeply over a more extended period of time, and they will usually pass the cigarette very carefully from one person to another in the group. Further, they will seldom linger with the cigarette burning between their fingers as persons might do while they relax with a regular cigarette.

Students who demonstrate such behavior should generally be questioned and searched, especially if there is an odor of marijuana about their persons and on their thumb and forefinger. Several administrators have successfully suspended students under such circumstances, even when the marijuana could not be recovered.

Symptoms of Intoxication

Any combination of slurred speech, watery or bloodshot eyes, an odor about the person of alcohol or marijuana, or unusual problems of maintaining one's balance is usually a sign that the student is under the influence of drugs or alcohol. The key is the combination of symptoms, rather than a single such symptom, particularly when there is a distinct odor of alcohol or marijuana. An exception, of course, could be a student who is suffering from a physical problem such as diabetes or epilepsy which is likely to produce similar symptoms. Totally irrational behavior or unconsciousness may also be symptomatic of acute drug over-dose.

The inexperienced administrator should never hesitate to request the assistance of a more experienced person, including a qualified police officer, when attempting to determine if a student is truly under the influence of drugs or alcohol.

Handling Intoxicated Students

Considerable caution must be used with highly intoxicated students, especially if the student is demonstrating wild or belligerant behavior. Such students can be physically dangerous to themselves and to others. Attempts to reason with or cajole such students are usually futile, although it is always wise to approach them in a calm, reassuring, and non-threatening manner. In such incidents the police and paramedics should be contacted immediately to provide assistance with physical restraint and medical care. If it becomes necessary to physically restrain such a student, it is best to have several persons to assist with the restraint. This will reduce the possibility of injury both to the intoxicated student and to those persons applying the restraint.

A student who has been suspended for being under the influence of drugs or alcohol should never be allowed to leave the campus on his or her own. Intoxicated students should be held on campus until their parents or another responsible adult can come for them. If the student cannot be safely contained at school he or she should be turned over to the police. Highly intoxicated students, of course, should be transported for emergency medical care. Administrators, in fact, can be held personally liable if there is an accident involving the suspended student while he/she is going home on his/her own.

Appropriate Discipline

Disciplinary action taken for drug and alcohol infractions will greatly influence the extent of such problems on the campus. Not only will appropriate discipline lessen the possibility of recidivism by that student, but it will also have a deterrent effect on many other students.

Some of the students who will be apprehended for drug or alcohol violations will not have a serious drug or emotional problem. Such violators usually respond quite well to a good dose of discipline.

Other students will become involved with drugs or alcohol because of a serious personal or emotional problem. This is generally true for those students who have developed a dependency on drugs or alcohol. Such students cannot generally be expected to respond to discipline alone and should be encouraged to seek professional therapy. This is not to imply, however, that such students should be allowed to escape the natural consequences of their behavior. If they cannot control their problem at school, they should be excluded for their own welfare and for the protection of others.

It is usually relatively easy to distinguish the casual user from the student who has a serious problem. A student with a serious drug problem will generally have a history of irregular attendance, academic failure, apathy toward school and school activities, and will usually have been apprehended by the police and/or school officials for previous such offenses.

Although every reasonable effort should be made to encourage these students and their parents to seek professional assistance, it is generally true that little can be done to help such students unless they themselves are highly motivated to stop using drugs or alcohol.

VIOLENCE

Violence among students is almost certain to occur, at least occasionally, in just about all secondary schools. How effectively the administrator handles the problem, however, will generally determine whether or not it can be minimized.

Mutual Fights or Assults

Most incidents of violence among students are the result of a mutual fight in which both parties are jointly, or partially, responsible. Occasionally, however, a student may be assulted without provocation. In such instances there is clearly an innocent victim and a responsible aggressor. This is not to imply that the student who throws the first punch is necessarily the aggressor and the other an innocent victim. In some cases the supposed innocent victim may have deliberately provoked the other student into throwing a punch.

Many incidents of violence should be considered mutual fights unless it can be determined that one person was clearly the aggressor and the other made every reasonable effort to avoid violence - even if the victim fought back in self-defence. The only way to make such a determination is to talk to the participants and the witnesses. The participants and their respective friends may be less than honest. Often, however, impartial witnesses can be located and their versions should generally be given more credence than those of the participants and their supporters.

Breaking Up Fights

The administrator is responsible to break up fights which he or she observes, but he or she is not expected to subject himself or herself to undue danger. The best strategy is good judgement and calmness.

In many situations the combatants will spontaneously stop fighting when a teacher or administrator arrives on the scene. Often they may even be delighted to have such an excellent reason to stop fighting without losing face.

It is important that the administrator give the impression of being calm and confident. It does not matter if the administrator's heart is pounding and his or her knees are trembling, as long as the projected image is one of calmness and confidence. The attitude projected by the administrator will generally be contagious to both the combatants and the spectators. If they can be calmed, the tension will usually dissipate to the point where the administrator can effectively exert his or her authority. On the other hand, an angry or excited administrator may add to the tension and chaos.

If physical restraint becomes necessary, the administrator may be able to call upon the friends of the combatants to help separate them, particularly if the administrator has previously developed good rapport with the students involved. Such a call for assistance, however, may result in civil liability if a student is injured in an attempt to heed the administrator's call for help. When applying restraint it should be done in a manner that indicates the administrator is trying to prevent injuries rather than manhandling a student.

An effective strategy is to immediately check both students for injuries and then take them directly to the school nurse for further examination and treatment, even if neither student appears to be injured. This exaggerated show of concern usually switches the focus of attention from the anger and excitement of the fight to the physical well being of the fighters. This generally calms both the fighters and the spectators.

Appropriate Discipline

In cases of mutual fights it may be wise to discipline both students equally. Except in clear cases of unprovoked assult it is usually difficult to determine who actually started the fight or which student was more responsible. Naturally, in cases of unprovoked assult, one student is solely responsible and the other is clearly a victim.

The degree of discipline imposed should reflect the severity of the violence, whether the violence was provoked or unprovoked, and the student's previous history of violent behavior. Some fights may be handled with relatively little discipline. Others might be a savage brawl with serious injuries which could result in the arrest and expulsion of one or both students.

In any serious fight, it may be advisable to suspend the responsible students, at least temporarily, pending further investigation. This serves many purposes. It helps to impress the spectators that violence will not be tolerated and lessens the liklihood of an early rematch by removing the combatants from the campus. It also allows the administrator ample time to investigate the incident, including an opportunity to review the cumulative folders of both students to determine their previous histories of violence. A subsequent conference can then be arranged with the student and parents to determine what further disciplinary action will follow.

Generally, the police should be immediately notified in any incidents where a serious injury occurs or where the violent behavior was an unprovoked assult. State law requires that the police be notified in any case where a school employee is either attacked or threatened. (44014 E.C.) The law also requires that the police be immediately notified when a student commits an assult with a deadly weapon or by any means of force likely to produce great bodily injury. (48908 E.C.)

Considerable caution should be used before readmitting any student who has been suspended for inflicting a serious injury, who has committed an unprovoked assult, who has used a weapon, or who has a previous history of violence. If such a student is allowed to return to the school, the administrator not only exposes innocent victims to physical

danger, but he or she places himself or herself in jeopardy of a lawsuit for negligence. In every such case, serious consideration should be given to either expulsion or placing that student in an alternative learning program. Whatever the decision, it should only be made after close review of the case and consultation with other administrators.

CRIMES ON CAMPUS

In addition to violence, other types of criminal behavior may occur on a secondary campus. Some of these problems may require support from the police. The administrator cannot lawfully withold information from the police about criminal behavior, but most police departments would be totally overwhelmed if every single crime was reported to them. The administrator should consult with both the district's legal advisor and the commanding officer of the Juvenile Bureau for further clarification on this matter.

Theft and Vandalism

Theft and willful destruction of property are enumerated acts for suspension or expulsion. (48900 E.C.) They are also criminal offenses. (484, 487, and 594 P.C.) Most such offenses which occur on campus, however, can be adequately handled through school discipline without involvement of the police. Generally, the value of the stolen or destroyed property, the willingness of the student and parents to make restitution, and the prior history of the responsible student would determine both the extent of discipline and whether the police should be involved.

Extortion

Extortion is the obtaining of property from another, with his consent... induced by a wrongful use of force or fear. (518 P.C.) The Administrator must use good judgment and common sense to distinguish between prankish behavior and criminal activity, but clear cases of extortion are felonies and should result in police involvement and suspension from school, pending further investigation.

Drug Sales

It is extremely difficult to identify and appreh nd drug dealers because the supposed victims are almost always willing customers. Most students purchase their drugs from fellow students rather than from some mysterious "pusher" who lurks near the campus. Some school districts have successfully cooperated with the police in apprehending dealers through "under cover" agents posing as students or by using telephoto

equipment for surveilance. Administrators should consult with local police departments to determine what types of police assistance may be available. Many sophisticated dealers are usually not amenable to correction and it is probably advisable that they be arrested and suspended pending consideration of expulsion.

Indecent Exposure

Sexual perverts will sometimes loiter near schools to expose themselves to students who are walking to or from the campus. Such persons are difficult to apprehend because they seldom return to the same scene and the victims are usually too startled to get an accurate description. One method of increasing the chances for apprehension is for the administrator to write down the license numbers of vehicles driven by persons who appear to be loitering suspiciously near the campus. Many school districts and police departments have programs to encourage students to copy the license numbers of such vehicles. If a person is acting particularly suspicious, the police should be notified so that an officer can be dispatched to inquire about the person's presence near the campus.

Child Abuse

Some students may be battered or sexually abused by their parents. Often school personnel will become aware of this either because the student will seek help or the student's injuries will be observed. The law requires that all such situations be promptly reported to the police. (1161.5 P.C.) Considerable sensitivity must be exercised in dealing with such students in that such incidents usually cause tremendous emotional trauma.

Non-Student Loiterers

State law authorizes administrators to order certain non-students to leave the campus if the administrator believes that said person's presence is likely to be disruptive. If said person fails to depart or returns within 48 hours, it is a criminal offense. (32211 E.C.) Parents of students, or persons whose employment requires that they be on campus may not be ordered to leave under this provision. Persons who have been ordered to leave may then appeal this order to the superintendent and board of education.

Non-students who actually commit a crime or disruption can be arrested whether or not they depart. Few trouble-making non-students ever return after they have been arrested. Polite warnings, however, are appropriate and effective in most situations.

Various types of disruptive and rowdy behavior can be expected to occur outside of the classrooms. Problems may occur in the halls, in the cafeteria, or any other location. They may occur when classes are in session, between classes, and during co-curricular activities. How effectively the administrator approaches these problems should greatly determine how well they can be controlled.

Normal or Malicious Behavior

Most disruptive behavior outside of the classroom will be the result of the natural exuberance of immature adolescents. Such students generally respond well to a polite warning, especially if it is explained to them what types of problems are being created by their behavior. Other students may deliberately cause disruptions or they will repeatedly fail to respond to warnings. Such students need to be disciplined.

Effective Supervision

Although it is wise for the administrator to be out and around the campus, it is impossible to be everywhere at once. It should be made clear to the teachers that their responsibility for students does not end at the classroom door. Teachers have a responsibility to intervene when they observe disruptive behavior and, when warranted, to report the incident to an administrator.

Most teachers are willing to intervene when it has been made clear to them how much support they can expect from the administrator. It should also be made clear to the students that they are obligated to obey all teachers and staff while at school. With such an approach the administrator should be able to expect assistance from staff members in providing more effective supervision about the campus.

Student Expectations

Students will generally behave responsibly if they expect to be held accountable for their behavior. Too often, however, students are only held accountable for misbehavior which is actually observed by a school employee. Once a trouble-prone student realizes this, he or she will quickly learn to only cause trouble when there is no school official to witness it. If, however, that student knows that the disciplinarian will take the time and energy to investigate incidents, he or she will generally be more reluctant to cause trouble.

Most students are willing to provide information to help identify those who are causing trouble. Such information is more likely to be provided when the administrator does not divulge the source of the information.

Campus Supervisors

Some districts have hired campus supervisors to patrol the corridors and campus to assist with campus control. Not only does this significantly improve campus control, but it also allows the disciplinarian more time for conferences with parents and problem students.

ATTENDANCE

Absenteeism and truancy are among the most troublesome and persistent problems in the administration of a secondary school. Generally, administrators should be satisfied with small victories in the battle for good attendance.

Absenteeism

Most students who are not legitimately absent do so because of alleged illness or personal convenience. Medical research indicates that secondary school students should average about seven days of absence per year for illness. Most secondary schools in California have absentee rates for illness that are at least twice that amount. This is a difficult problem to attack because the parents are usually already aware of and supportive of these absences. Generally, a student's rate of absenteeism tends to reflect the attitude of the parents toward the imporatnce of school attendance. Except in those isolated cases where these attitudes can be changed, little can be done to reduce such absences.

In extreme cases, where the parents are constantly claiming that the student is ill, there is a provision in the law for insisting that the illness be verified by a medical practitioner. (Title V, Section 421, a & b, C.A.C.) Just because the school will not excuse the absence, however, does not necessarily mean that the student's absences will be reduced.

Truancy and Cutting

Effective disciplinary action can reduce cutting classes and truancy. Some students may cut because of personal problems or learning disabilities. Discipline is not likely to be effective in controlling such truancies. It is recommended that such students be provided with appropriate counseling, remedial assistance, or placement in special classes.

Other students may cut, however, because they choose not to attend school. Discipline is generally effective in controlling such cuts and truancies.

The legislature recently made it explicitly clear that students were not suspended for truancy or tardiness and that alternatives to suspension were to be used for dealing with such problems. (48900 E.C.) Many educators then watched in helpless frustration as truancy rates began to escalate.

More recently, however, several school districts have begun to suspend students for defiance when those students continued to cut classes simply because they chose not to attend. Some schools have reduced cutting significantly by suspending students for such defiance.

This is not to suggest that the intent of the legislature or the laws of our state should be disregarded. Whenever a student cuts, it is recommended that the parents be notified and the student be interviewed to determine the reason for the cut. If it appears that the student is cutting because of personal problems, every reasonable effort should be made to provide specialized assistant to that student.

If, however, it is apparent that the student is simply cutting in defiance of school regulations, it is suggested that the student be specifically ordered not to cut again. Both the parents and the student should then be informed that defiance of these instructions will result in suspension. The next cut should then result in a suspension for defiance pending a parent conference. Before suspending for such defiance, however, it is definitely recommended that the administrator seek further legal advice from the district's legal advisor. County counsel opinions on the legality of such an approach have differed among different counties.

Many parents and students insist that it is idiotic and absurd to suspend students for truancy, but the results should soon begin to speak for themselves. Like any other suspension, however, the results are only effective if the parents and the student really want the child to be in school. Again, suspension appears to be an excellent method of controlling the periodic cutting of a student who wishes to remain in school, but it is virtually useless for the non-motivated student who wants to quit school. Alternatives to suspension, such as after school work programs, have also been successful in reducing cutting.

School Attendance Review Boards

State law provides for referring habitually truant students to local School Attendance Review Boards (SARB). (48263 E.C.) These boards are intended to bring the resources of a community together to deal in a non-punitive manner with students who are experiencing serious attendance or discipline problems. Depending upon the actual resources available, the local SARB may or may not be able to provide assistance in dealing with such students. It remains, however, a potential resource which should be considered by the disciplinarian.

Chapter 3

INTERPERSONAL EFFECTIVENESS

This chapter reviews some of the problems that a disciplinarian can expect to encounter with various persons in the secondary school setting. Specific suggestions are provided to assist the administrator in knowing how to deal effectively with these problems.

EFFECTIVE LISTENING

Effective listening is invaluable whenever the administrator is attempting to elicit the cooperation of others. It can be equally effective in dealings with students, teachers, parents, or virtually anyone else.

This technique can be particularly effective in dealing with hostile parents or students. One of the most unpleasant tasks for an administrator is to meet with parents or students who are rude, insulting, or unreasonable. Although it is difficult for the administrator to remain calm under such circumstances, it should be remembered that parents and students generally calm down and become reasonable after they have had ample opportunity to ventilate their frustrations.

A suggested tactic is to listen as carefully as possible, to not argue or refute, and to occasionally ask for clarification or further details to impress the person that you are listening carefully. Often such persons are angry because they are convinced that the administrator will neither listen or care. As it becomes apparent that the administrator is listening and caring, the hostile person will often become calmer, more reasonable, and appreciative of the concern demonstrated by the administrator.

Effective listening can be equally helpful when dealing with non-hostile persons. Most people truly appreciate another person listening intently without interruption to what they are saying. Often a person will be so appreciative that he or she will listen just as attentively when the effective listener finally speaks in response.

THE NO LOSE SYSTEM

One of the most painful and frustrating experiences of being a secondary school disciplinarian is to be disliked and resented by the very students you are trying to help. Many administrators have seen their names insultingly displayed amidst obscene graffiti in the

restrooms or corridors. Others have had their automobiles or homes vandalized by vengeful students. Most have endured subtle sneers or an insulting remark from an anonymous voice in the crowd. Some have been physically assaulted or threatened with violence.

> Graffiti of any type, particularly that with names, whether staff or students should be removed as soon as possible for the dignity of all concerned. Graffiti tends to promote more graffiti.

Most administrators understand that a certain amount of abuse is inherent in the job and can most easily be endured by accepting it as inevitable. The frequency and intensity of such resentment, however, is generally linked directly to the administrator's attitude and approach toward students.

Students expect and accept discipline which is fairly administered, but they bitterly resent actions which strip them of their dignity. Unfortunately, it is all too easy for an administrator to force a win-lose confrontation where both the student's and the administrator's dignity are at stake.

Not only are such confrontations counter-productive, they are also unnecessary. There is no need to be either angry with or to dislike a student who is being disciplined. Students respond better when the disciplinarian is sensitive and considerate toward them.

Students should always be treated with dignity, courtsey, and respect. When students are disciplined, suspended, or even excluded, the administrator should convey the message that such action was the natural consequence of the student's behavior rather than the administrator winning and the student losing.

Students should not be embarrassed in the presence of their peers. It is more time-consuming to take a student aside to politely point out the problem, but most students will truly appreciate such consideration. Some students will be so appreciative that they will demonstrate reciprocal consideration to the administrator. On the other hand, students who feel they have been embarrassed may wish to retaliate.

STUDENT SUPPORT

Students generally support a program of fair and reasonable discipline, particularly if they have been involved in developing the rules. Students are more likely to support and cooperate with an administrator whom they perceive as a protector rather than an oppressor. Close rapport and a feeling of mutual respect between the administrator and the students is the best tactic for winning such support and cooperation.

Students respond well to expressions of appreciation. When a student demonstrates commendable behavior, it is suggested that the administrator give appropriate acknowledgement. A brief telephone call to the parents can be an excellent method of acknowledgement.

TEACHER SUPPORT

Teachers generally cooperate with administrators whom they perceive as supportive of teachers. Unfortunately, it is all to easy for the disciplinarian to give the impression of not supporting the teachers.

If a student is sent out of class for misbehavior and is then allowed to return without appropriate discipline, the teacher feels both betrayed by the administrator and upset about losing respect from the student. Often such problems occur because of poor communication between the disciplinarian and the particular teacher. The teacher may never have been aware of just how much support the administrator can or will provide. In other cases the administrator may not be fully aware of the problem and acts too quickly with too little information.

Both administrators and teachers should have a clear understanding of the school's discipline strategy. Teachers should be encouraged to come to the administrator to discuss potential problems. This is most likely to occur when teachers feel it will be productive. Following up on disciplinary referrals by checking on the student shortly after the return to class is an excellent way to show support to teachers.

Conducting a teacher-student-administrator conference as soon as possible after a referral is an excellent method of insuring that the administrator fully understands the problem. Students generally should not be allowed to return to class until such a conference can be held.

Administrators should occasionally ask individual teachers what types of problems they are having and what support they would appreciate. Not only does this keep the administrator more aware of these problems, but it also informs the teacher of just how much support he or she can expect in any given situation.

Teachers also appreciate acknowledgement for commendable performance. Administrators should place high emphasis upon opportunities to let teachers know that their efforts are appreciated. The administrator may soon find that the teachers will be expressing their gratitude for his or her efforts too.

PARENT SUPPORT

Parental support can be extremely important in correcting the behavior of individual students. Generally, parents will be more supportive in situations where it is clear that the administrator is trying to help

rather than simply punish their child. Parents also usually appreciate being informed at the earliest possible point when it appears that their child is headed for trouble and resent not being informed until the problem is serious. Parents appreciate hearing positive things about their child, especially if their child has recently been in trouble. Administrators should let parents know when their child's behavior has shown improvement through a phone call or short note.

The disciplinarian should keep in mind that it can be embarrassing for parents to be notified of or asked to come to school to discuss their child's misbehavior. It is not unusual for some parents to avoid such embarrassment by projecting the blame onto the teacher or the administrator. Tact and courtesy are the keys. Parents are more supportive and cooperative when they are asked to help analyze and solve the problem than when it is implied that they have not properly reared their child. Parents will generally be supportive toward an administrator whom they perceive as truly caring about them and their child.

ADMINISTRATIVE SUPPORT

Just as a teacher needs to know just how much support he or she can expect from the administrator, the disciplinarian needs to know exactly how much support he or she can expect from the principal or other superiors.

Hypothetical cases should be discussed from time to time with superiors. The disciplinarian should discuss actual cases when appropriate before making a final decision.

TROUBLE-PRONE STUDENTS

Trouble-prone students in the school will quickly make their presence known to the disciplinarian by either the severity or consistency of their misbehavior. They will generally be a small percentage of the student population.

Identifying the Problem

When dealing with a problem student, the administrator should first try to identify and analyze the exact problem. Some recommended steps are to review the student's cumulative folder, consult with the counselor, and to request brief reports from each of the student's teachers. The key is to look for patterns of behavior from these varied sources of information rather than attempting to rely on intuitive hunches.

After this data has been compiled, the parents and the student should be requested to participate in a conference to discuss possible solutions. If there appears to be insufficient information to make an intelligent decision, permission should be sought from the parents to arrange appropriate testing by a school psychologist.

Appropriate Discipline

Some students will misbehave in class because they have either a serious learning disability or their academic skills are severly behind their peers. Either situation, of course, is likely to make a classroom extremely frustrating. Discipline alone is not likely to be effective in correcting such problems. Appropriate remedial assistance or placement in specialized classes is necessary. The administrator should review Public Law 94-142 for requirements for students relative to placement in special education.

Other students may consistently misbehave because of serious emotional or personal problems. Students simply cannot be expected to leave their personal problems at home. Again, discipline alone is not likely to correct these problems. Such students and their parents should be referred for appropriate therapy or counseling.

Still other students will misbehave because they are physically incapable of conforming to a structured classroom setting. Some children are simply too hyperkinetic to exert the same amount of self-control as others. The American Academy of Pediatrics indicate that 3% of the students in the United States are hyperkinetic. It further indicates that 65% of these youngsters respond favorably to medication. This obviously is a medical problem, and students who appear to be hyperkinetics should be referred to a medical specialist for appropriate diagnosis and treatment.

Other students will create repeated problems because they are either too immature to control themselves or prefer to behave irresponsibly. These students generally respond well to quick and strict discipline.

Problem students who do not respond to the corrective efforts of the disciplinarian may need to be excluded or involuntarily transfered to continuation school. This area of concern was reviewed in the previous chapter.

PROBLEM TEACHERS

A few teachers in a school can create more difficulties with discipline than the problem students. The problem teachers usually make themselves conspicuous by both the number and intensity of the conflicts they have with students. Just as a small percentage of the students will receive the overwhelming majority of the discipline referrals, a small percentage of the teachers will generally refer the overwhelming majority of the students to the disciplinarian.

The administrator has a responsibility to identify and assist those teachers who consistently have more than their share of discipline problems. At the very minimum, the administrator should discreetly offer to assist such teachers.

In some instances, this may be caused by a particular teacher simply having a disproportionate number of troublesome students in his or her classes. In other cases, however, it may be caused by the manner in which the teacher presents instruction or relates with the students. Often, a few visitations to another teacher's classroom will provide ideas which can help to alleviate these problems. Also, many of the suggestions which are presented in this project for disciplinarians can also be used effectively by classroom teachers.

Whatever the problem, however, it remains the responsibility of the administrator to identify and correct it. Although such discussions can be difficult for teacher and administrator alike, failure to do so is an abdication of the administrator's responsibility to both the teacher and the students.

Chapter 4

RESOURCES AND ALTERNATIVES

This chapter reviews some of the resources and alternatives which the disciplinarian may wish to consider when dealing with various problems. Specific suggestions are presented both on how to reduce the burden upon the administrator and how to improve the discipline program.

SCHOOL RESOURCES - THE TEAM APPROACH

Disciplinarians often try to resolve too many discipline problems on their own without requesting or insisting upon involvement of other school staff. Not only does this tend to overwhelm and exhaust the disciplinarian, but it may also reduce the effectiveness of the discipline program by excluding the talents and energies of other qualified personnel.

Teachers

When a referral is received from a teacher, the administrator should arrange a teacher-student-counselor-administrator conference rather than attempt to resolve the problem without the teacher. Such conferences should be held as soon as possible after receiving a referral.

This approach has a number of benefits. The administrator is less likely to misunderstand the problem if the teacher is fully involved. Often the teacher is able to make suggestions which would never otherwise have occured. Whatever the resolution of the problem, it is more likely to be effective if the teacher and student are involved in determining the resolution. Another benefit is the decrease in the number of discipline referrals. After a teacher has participated in a few of these conferences, he or she will often realize that many of these problems can be solved without a referral.

Some teachers seem to resent this approch, but others appreciate being allowed full involvement in an administrative decision regarding their student. Recent legislation states that whenever practical the referring teacher is to participate in the informal conference which must precede any suspension. (48903 E.C.) Thus, if suspension is likely to result, the law requires such an approach.

Counselors

As indicated in the previous chapter, some students misbehave because of personal, emotional, or learning problems. Appropriate intervention by a counselor often provides such a student with the necessary

support and assistance to avoid discipline problems. The administrator should encourage the teachers to alert a student's counselor at the first sign of an emerging problem. This often allows the counselor an opportunity to correct a problem before it becomes serious.

After a student is referred to the administrator for a discipline problem, the counselor should be consulted and, when possible, be included in the conference. Often the counselor knows the student better than the administrator and has a closer rapport with the student.

School Psychologists

As was indicated in the previous chapter, there are often cases where there is insufficient information to understand why a student is misbehaving. A skilled school psychologist may be able to provide clues and appropriate suggestions. Some school districts have psychologists who provide specialized counseling for students in need of such services.

The administrator should consult with the district's guidance department to learn exactly what services are available. If these services do not meet the needs of the disciplinarian, this should be made known so that perhaps changes or improvements can be made.

COMMUNITY RESOURCES

The administrator should survey the resources of the community to determine what agencies, organizations, or programs are available to assist with problems related to school discipline. The administrator might need to look no further than the local School Attendance Review Board. Several communities also have coordinating councils where the personnel of various agencies meet periodically to review common problems and to discuss ways to improve mutual cooperation. Such committees usually are composed of line level representatives from the secondary schools, the police department, the probation department, the recreation department, the welfare department, and various community counseling programs.

Assistance from such organizations is more likely to be provided when the administrator has taken the time to develop working relationships with the personnel who will be providing these services. If the appropriate contacts have been established, considerable assistance may be only a telephone call away.

ALTERNATIVES TO SUSPENSION

Many school districts have developed after school or weekend programs where students perform assigned work or studies in lieu of suspension. Most of these districts report that such an approach works well with

most students. The effectiveness of these programs seems to be directly related to the abilities and commitment of the persons actually working with the students.

Other school districts have successfully utilized "in school" suspensions where the suspended students remain on campus, but are confined to a highly structured self-contained classroom with restricted priviliges and freedom. Both of these approaches, of course, are only effective with students who do not want to be suspended.

REFLECTION AND RECONSIDERATION

The administrator should find time periodically to reflect upon and reconsider his or her strategies, attitudes, and approaches to discipline. It is all too easy to fall into a mindless routine without questioning either the effectiveness or the justness of one's actions.

Effective school discipline is more of an art than a science and each disciplinarian must constantly re-evaluate his or her own methods to achieve and maintain success. This re-evaluation should include reviews of the literature, informal discussions with disciplinarians from other districts, and discussions with students and staff.

Administering the discipline program in a secondary school is not always a pleasant job. At times it can be frustrating, depressing, and exhausting. Periodic review, with an occasional innovation, can sometimes be revitalizing, refreshing, and productive.

Chapter 5

PROGRAMS THAT ARE WORKING

This chapter reviews certain programs that have been successful in various school districts. Whenever possible a contact person and his/her telephone number is indicated to allow the administrator to seek further information regarding a program or idea.

WORKING WITH TEACHERS

Buddy System

At Berendo Junior High School in Los Angeles, master teachers are assigned to work with new teachers to assist them in learning about the school. Contact Rosalyn Heyman at (213) 382-1343.

Role-Playing

At both Anderson High School in Anderson and North High School in Bakersfield teachers are given the opportunity to observe and act through new strategies by role-playing at faculty meetings. Contact Joan Eberle at (916) 365-2741 or Aubrey Allen at (805) 399-3351.

ATTENDANCE AND GENERAL DISCIPLINE

Emphasing Positive Behavior

Students at Kolb Junior High School in Rialto are allowed to participate in a special activity each quarter if they maintained satisfactory grades and attendance, had no discipline referrals, and performed a school service in the preceeding quarter. Conversely, students who are referred for discipline problems may be "flagged" by the vice-principal for a specified number of days. Students who are so "flagged" are not allowed to participate in co-curricular activities, assemblies, or athletics. Contact Roger Anton at (714) 875-3000.

Evening Phone Calls

A number of school districts have classified personnel make telephone calls during the evening hours to the parents of any student who was absent that day. This has curtailed truancy in several districts.

Excessive Tardies

Students at Thousand Oaks High School are dropped with a failing grade from a class after the tenth tardy. The parents are contacted after the third, sixth, ninth, and tenth tardy. Contact Ron Barney at (805) 495-7491.

Cooler Room

Granada Hills High School has a "cooler room" which is staffed by either a trained volunteer or counselor. Students who are upset because of personal problems may voluntarily go there or may be sent by a teacher. He or she is then allowed to ventilate the problem rather than allowing it to result in displinary action. Contact Albert Irwin at (213) 360-2361.

Parent Notification

South San Francisco High School keeps parents informed of students' discipline problems by mailing home a copy of the discipline referral. A second referral from the same class results in a telephone call to the parents and a teacher-student-parent-dean conference results after the next one. A contract is usually prepared at this conference. Contact Richard Zaro at (415) 877-8754.

Student Behavior Contract

Students at Manteca High School who create serious discipline problems, including repeated incidents of minor disruptions, are requested to read and then sign a form which explicitly indicates the behavior which is expected of students at that school. The form further describes what action will be taken if further problems occur. Further problems result in referral to the district's disciplinary review board which can extend the suspension pending a hearing with the student and parents. Students are then either allowed to return to school under specific terms of a contract or referred to the board of education for possible expulsion. Contact Vahl Clemensen at (209) 823-7165

ALTERNATIVES TO SUSPENSION OR EXPULSION

Saturday Work Program

Comstock Junior High School in Santa Rosa allows students to clean the buildings and grounds of the campus on Saturdays in lieu of suspensions for misbehavior. Certificated staff are paid to come in and supervise. The program has been successful both in winning parent support and in reducing the number of truancies. Contact Bill Stosskopf at (707) 528-5266.

Off-Campus Classes

The Los Angeles School District has developed the "Tri-C Program" which is a series of small self-contained learning centers off the regular campuses. Students who would otherwise be expelled are assigned to these centers. No more than ten students are assigned to each, which is supervised by a teacher and one or two aides. Student who fail to follow the rules in this program are then referred for expulsion. Contact Eva Hain at (213) 625-6000.

On-Campus Suspension

Students at Santa Ynez High School are often assigned to an isolated and self-contained classroom for disciplinary problems rather than being sent home on suspension. Close supervision, extra assignments, and restricted priviliges are all part of the plan. Contact Dean Anders at (805) 688-6487.

MISCELLANEOUS

Fire Alarms

Pacific High School in San Leandro has virtually eliminated false fire alarms by coating all of the alarm devices with a mixture of flourescein sodium salt (water soluble) in a lard or grease base. A student who touches the alarm will have an obvious "rust" color on his/her fingers. Even if the student washes it off, it will still sparkle brilliantly under an ultraviolet light for the next several days. Any chemistry teacher can prepare this solution within a few minutes. Contact Ray Barker at (415) 577-3149

Smoking Areas

A number of high schools have developed designated smoking areas on the campus. Most indicate that this has greatly reduced the problem of students smoking in restrooms and other forbidden areas.

Graffiti

Students at Saugus High School in Newhall have chalkboards in the restrooms to display their artistic abilities. This has reduced the vandalism and graffiti on the walls. Contact Myron Sproul at (213) 255-2900.

Alcohol Concern Team

Montgomery High School in Santa Rosa has provided training for a group of teachers, counselors, students, administrators, and community members to assist students who are affected by alcohol abuse. Contact Jeff Held at (707) 528-5191

Administrative Team-Work

The San Leandro School District has an Administrative Discipline Team which is comprised of all the secondary disciplinarians in the district. This team reviews all suspensions for drug/alcohol infractions to determine which students should be allowed to return to school, which should be transfered to alternative learning programs, and which should be referred to the board of education for expulsion. Any member of the team can also request a meeting to seek support, advice, or assistance from his/her peers in dealing with any given discipline problem. The team also periodically reviews district discipline procedures and makes recommendations to the school board for appropriate revisions. The team meets early in the morning for breakfast when the need arises, usually about two or three times a month. Contact Lee Lundberg at (415) 577-3010.

BIBLIOGRAPHY

California. Administrative Code. (1978)

California. Education Code. (1978)

California. Penal Code. (1978)

Cary, Eve. What Every Teacher Should Know about Student Rights. Washington, D.C.: National Education Association, 1975.

Committee on the Judiciary, United States Senate. Our Nation's Schools--A Report Card: "A" in School Violence and Vandalism, Preliminary Report of the Subcommittee to Investigate Juvenile Delinquency. Washington, D.C.: U.S. Government Printing Office, 1975.

Ely, Dale F. California Laws Relating to Minors. Harcourt Brace Jovanovich Legal and Professional Publications. Gardena, California.

Ginott, Haim G. Teacher and Child. New York: The Macmillan Company, 1972.

Glasser, William. Reality Therapy. New York: Harper and Row, 1965

Glasser, William. Schools Without Failure. New York: Harper and Row, 1969.

Gordon, Thomas. Teacher Effectiveness Training. New York: Peter H. Wyden, Publisher, 1974.

Jacob, Bob, and Joe Studer. "Secondary Discipline--Where Do Your People Come From?" Thrust, May, 1977.

Johnson, Lloyd, Jerald Bachman, and Patrick O'Malley. Drug Use Among American High School Students 1975 - 1977. Rockville, Maryland: National Institute on Drug Abuse, 1978.

Jones, William J. Discipline Crisis in the Schools, the Problem, Causes, and Search for Solutions. Arlington, Va.: National School Public Relations Association, 1975.

Kemble, Fugencia. Violence in the Schools and Public Policies. U.S., Educational Resources Information Center, ERIC Document ED 128 513, 1975.

LaGrand, Louis E. Discipline in the Secondary School. West Nyack, N.Y.: Parker Publishing Company, 1969.

National Association of Secondary School Principals. "Absenteeism: The Perpetual Problem," The Practitioner, October, 1978.

Neill, Shirley Boess. Suspensions and Expulsions: Current Trends in School Policies and Programs. U.S., Educational Resources Information Center, ERIC Document ED 127 720, 1975.

New York State Department of Education Disruptive Students. U.S., Educational Resources Information Center, ERIC Document ED 084 475, 1972.

Younger, Evelle. Law in the School. 2nd ed. Montclair, New Jersey: Patterson Smith, 1976.

Zanella, Richard E. "I Never Met a Student I Didn't Like," NASSP Bulletin, Bulletin 387, January, 1975.